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09/534,824	03/23/2000	Christopher J. Edge	10128US01	9982

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[REDACTED] EXAMINER

SMITH, PETER J

[REDACTED] ART UNIT

[REDACTED] PAPER NUMBER

2176

DATE MAILED: 05/05/2005

Please find below and/or attached an Office communication concerning this application or proceeding.

Office Action Summary	Application No.	Applicant(s)	
	09/534,824	EDGE ET AL.	
	Examiner Peter J Smith	Art Unit 2176	

-- The MAILING DATE of this communication appears on the cover sheet with the correspondence address --
Period for Reply

A SHORTENED STATUTORY PERIOD FOR REPLY IS SET TO EXPIRE 3 MONTH(S) FROM THE MAILING DATE OF THIS COMMUNICATION.

- Extensions of time may be available under the provisions of 37 CFR 1.136(a). In no event, however, may a reply be timely filed after SIX (6) MONTHS from the mailing date of this communication.
- If the period for reply specified above is less than thirty (30) days, a reply within the statutory minimum of thirty (30) days will be considered timely.
- If NO period for reply is specified above, the maximum statutory period will apply and will expire SIX (6) MONTHS from the mailing date of this communication.
- Failure to reply within the set or extended period for reply will, by statute, cause the application to become ABANDONED (35 U.S.C. § 133). Any reply received by the Office later than three months after the mailing date of this communication, even if timely filed, may reduce any earned patent term adjustment. See 37 CFR 1.704(b).

Status

1) Responsive to communication(s) filed on 10 February 2005.
 2a) This action is FINAL. 2b) This action is non-final.
 3) Since this application is in condition for allowance except for formal matters, prosecution as to the merits is closed in accordance with the practice under *Ex parte Quayle*, 1935 C.D. 11, 453 O.G. 213.

Disposition of Claims

4) Claim(s) 1-49 is/are pending in the application.
 4a) Of the above claim(s) _____ is/are withdrawn from consideration.
 5) Claim(s) _____ is/are allowed.
 6) Claim(s) 1-49 is/are rejected.
 7) Claim(s) 26-43 is/are objected to.
 8) Claim(s) _____ are subject to restriction and/or election requirement.

Application Papers

9) The specification is objected to by the Examiner.
 10) The drawing(s) filed on _____ is/are: a) accepted or b) objected to by the Examiner.
 Applicant may not request that any objection to the drawing(s) be held in abeyance. See 37 CFR 1.85(a).
 Replacement drawing sheet(s) including the correction is required if the drawing(s) is objected to. See 37 CFR 1.121(d).
 11) The oath or declaration is objected to by the Examiner. Note the attached Office Action or form PTO-152.

Priority under 35 U.S.C. § 119

12) Acknowledgment is made of a claim for foreign priority under 35 U.S.C. § 119(a)-(d) or (f).
 a) All b) Some * c) None of:
 1. Certified copies of the priority documents have been received.
 2. Certified copies of the priority documents have been received in Application No. _____.
 3. Copies of the certified copies of the priority documents have been received in this National Stage application from the International Bureau (PCT Rule 17.2(a)).

* See the attached detailed Office action for a list of the certified copies not received.

Attachment(s)

1) <input type="checkbox"/> Notice of References Cited (PTO-892)	4) <input type="checkbox"/> Interview Summary (PTO-413)
2) <input type="checkbox"/> Notice of Draftsperson's Patent Drawing Review (PTO-948)	Paper No(s)/Mail Date. _____
3) <input type="checkbox"/> Information Disclosure Statement(s) (PTO-1449 or PTO/SB/08) Paper No(s)/Mail Date _____	5) <input type="checkbox"/> Notice of Informal Patent Application (PTO-152)
	6) <input type="checkbox"/> Other: _____

DETAILED ACTION

1. This action is responsive to communications: amendment filed.
2. Claims 1-49 are pending in the case. Claims 1, 10, 18, 26, 32, 38, 44, 45, and 46 are independent claims.

Claim Objections

3. Claims 26-43 are objected to because of the following informalities: The amendment of independent claims 26, 32, and 38 includes the language “the explicit color commands”. However, explicit color commands are not mentioned at anywhere else within the claim. The Examiner is going to exam the claim under the assumption that the claim language in question was meant to be “the implicit color sub-commands” since these commands are mentioned elsewhere in the claim both before and after the amended limitation. Appropriate correction is required.

Claim Rejections - 35 USC § 103

4. The following is a quotation of 35 U.S.C. 103(a) which forms the basis for all obviousness rejections set forth in this Office action:
 - (a) A patent may not be obtained though the invention is not identically disclosed or described as set forth in section 102 of this title, if the differences between the subject matter sought to be patented and the prior art are such that the subject matter as a whole would have been obvious at the time the invention was made to a person having ordinary skill in the art to which said subject matter pertains. Patentability shall not be negated by the manner in which the invention was made.
5. **Claims 1-49 are rejected under 35 U.S.C. 103(a) as being unpatentable over Vyncke et al. (hereinafter “Vyncke”), US 5,926,185 patented 7/20/1999, cited in Applicant’s 10/20/2000 IDS in view of Adobe Illustrator 8.0 (hereinafter “Illustrator”), (Help Section)**

"Using Gradients, Blends, and Patterns," Changing gradients, blends and patterns into filled objects, pages 1-2, cited in Applicant's 10/20/2000 IDS.

Regarding independent claims 1, 10, and 18, Vyncke teaches identifying complex page description commands and replacing them with simplified page description commands in the abstract, and col. 2 line 41 – col. 3 line 17. Vyncke teaches identifying and simplifying implicit color commands in fig. 4-5 and col. 5 line 46 – col. 6 line 45. Vyncke teaches in col. 1 lines 56-57 that it is desirable to edit the page description command objects instead of the pixel image file. Thus, Vyncke teaches that it is desirable to edit the commands of the page description language before the commands are sent to a raster image processor.

Vyncke does not teach converting the implicit color commands to explicit color commands. Illustrator does teach converting an identified implicit color command into a set of explicit color commands in pages 1 and 2. The figure shows a gradient being transformed into a set of explicitly colored bands which collectively represent the former gradient implicit color command. Illustrator teaches that this can be particularly useful if there is difficultly printing objects containing the implicit gradients or blends. It would have been obvious to one of ordinary skill in the art at the time the invention was made to have combined the teaching of Illustrator and Vyncke to have created the claimed invention. It would have been obvious and desirable to have modified the page description command identification and replacement technique of Vyncke with the ability to replace implicit color commands with explicit color commands as is taught by Illustrator so that the document could have been appropriately modified to have overcome printing problems. Both Vyncke in col. 1 line 56 – col. 2 line 12 and

Illustrator is page 1 indicate that it is desirable to edit page description color commands to improve printing quality.

Regarding dependent claims 2, 11, and 19, Vyncke teaches in col. 1 lines 56-57 wherein page description color commands are identified and converted without raster image processing the page description file.

Regarding dependent claims 3, 12, and 20, Vyncke teaches in col. 6 lines 34-45 that the individual colors of the implicit color command may be modified by the user. Illustrator does teach converting an identified implicit color command into a set of explicit color commands in pages 1 and 2. The figure shows a gradient being transformed into a set of explicitly colored bands which collectively represent the former gradient implicit color command. Illustrator teaches that this can be particularly useful if there is difficultly printing objects containing the implicit gradients or blends. Since the expand command teaching of Illustrator teaches a set of explicit color command objects, the objects can then be independently manipulated, thus allowing modification of the color values specified by the explicit color commands.

It would have been obvious to one of ordinary skill in the art at the time the invention was made to have combined the teaching of Illustrator and Vyncke to have created the claimed invention. It would have been obvious and desirable to have modified the page description command identification and replacement technique of Vyncke with the ability to replace implicit color commands with explicit color commands as is taught by Illustrator so that the document could have been appropriately modified to have overcome printing problems. Both Vyncke in col. 1 line 56 – col. 2 line 12 and Illustrator is page 1 indicate that it is desirable to edit page description color commands to improve printing quality.

Regarding dependent claims 4, 13, and 21, Vyncke teaches identifying a one or more implicit color commands which define reproductions of graphic image objects over a color range in fig. 4-5 and col. 5 line 46 – col. 6 line 45. Vyncke does not teach converting the implicit color commands to explicit color commands. Illustrator does teach converting an identified implicit color command into a set of explicit color commands in pages 1 and 2. The figure shows a gradient being transformed into a set of explicitly colored bands which collectively represent the former gradient implicit color command. Illustrator teaches that this can be particularly useful if there is difficulty printing objects containing the implicit gradients or blends. It would have been obvious to one of ordinary skill in the art at the time the invention was made to have combined the teaching of Illustrator and Vyncke to have created the claimed invention. It would have been obvious and desirable to have modified the page description command identification and replacement technique of Vyncke with the ability to replace implicit color commands with explicit color commands as is taught by Illustrator so that the document could have been appropriately modified to have overcome printing problems. Both Vyncke in col. 1 line 56 – col. 2 line 12 and Illustrator is page 1 indicate that it is desirable to edit page description color commands to improve printing quality.

Regarding dependent claims 5, 14, and 22, Vyncke teaches simplifying substantially all of the implicit color commands within the page description file in fig. 4-5 and col. 5 line 46 – col. 6 line 45. Vyncke does not teach converting the implicit color commands to explicit color commands. Illustrator does teach converting an identified implicit color command into a set of explicit color commands in pages 1 and 2. The figure shows a gradient being transformed into a set of explicitly colored bands which collectively represent the former gradient implicit color

command. Illustrator teaches that this can be particularly useful if there is difficultly printing objects containing the implicit gradients or blends. It would have been obvious to one of ordinary skill in the art at the time the invention was made to have combined the teaching of Illustrator and Vyncke to have created the claimed invention. It would have been obvious and desirable to have modified the page description command identification and replacement technique of Vyncke with the ability to replace implicit color commands with explicit color commands as is taught by Illustrator so that the document could have been appropriately modified to have overcome printing problems. Both Vyncke in col. 1 line 56 – col. 2 line 12 and Illustrator is page 1 indicate that it is desirable to edit page description color commands to improve printing quality.

Regarding dependent claims 6, 15, and 23, Vyncke teaches identifying a one or more shading implicit color commands which define graphic image objects characterized by a starting color value, an ending color value, and a shading function over a range of color values between the starting color value and the ending color value in fig. 4-5 and col. 5 line 46 – col. 6 line 45. Vyncke does not teach converting the implicit color commands to explicit color commands. Illustrator does teach converting an identified implicit color command into a set of explicit color commands in pages 1 and 2. The figure shows a gradient being transformed into a set of explicitly colored bands which collectively represent the former gradient implicit color command. Illustrator teaches that this can be particularly useful if there is difficultly printing objects containing the implicit gradients or blends. It would have been obvious to one of ordinary skill in the art at the time the invention was made to have combined the teaching of Illustrator and Vyncke to have created the claimed invention. It would have been obvious and

desirable to have modified the page description command identification and replacement technique of Vyncke with the ability to replace implicit color commands with explicit color commands as is taught by Illustrator so that the document could have been appropriately modified to have overcome printing problems. Both Vyncke in col. 1 line 56 – col. 2 line 12 and Illustrator is page 1 indicate that it is desirable to edit page description color commands to improve printing quality.

Regarding dependent claims 7, 16, and 24, Vyncke teaches identifying a one or more shading implicit color commands which define graphic image objects characterized by a starting color value, an ending color value, and a shading function over a range of color values between the starting color value and the ending color value in fig. 4-5 and col. 5 line 46 – col. 6 line 45. Vyncke does not teach converting the implicit color commands to explicit color commands. Illustrator does teach converting an identified implicit color command into a set of explicit color commands, wherein the explicit color commands are a plurality of sub-objects, each of the sub-objects being assigned a color value corresponding to a color value produced by the shading function in an area of the graphic image object corresponding to the respective sub-object in pages 1 and 2. The figure shows a gradient being transformed into a set of explicitly colored bands which collectively represent the former gradient implicit color command. Illustrator teaches that this can be particularly useful if there is difficultly printing objects containing the implicit gradients or blends. It would have been obvious to one of ordinary skill in the art at the time the invention was made to have combined the teaching of Illustrator and Vyncke to have created the claimed invention. It would have been obvious and desirable to have modified the page description command identification and replacement technique of Vyncke with the ability

to replace implicit color commands with explicit color commands as is taught by Illustrator so that the document could have been appropriately modified to have overcome printing problems. Both Vyncke in col. 1 line 56 – col. 2 line 12 and Illustrator is page 1 indicate that it is desirable to edit page description color commands to improve printing quality.

Regarding dependent claims 8, 17, and 25, Vyncke teaches wherein the color values include cyan, magenta, yellow, and black color values in col. 6 line 46 – col. 7 line 46.

Regarding dependent claim 9, Vyncke teaches identifying a one or more implicit color commands and replacing them with simplified implicit color commands in fig. 4-5 and col. 5 line 46 – col. 6 line 45. Vyncke does not teach converting the implicit color commands to explicit color commands. Illustrator does teach converting an identified implicit color command into a set of explicit color commands, wherein the explicit color commands, upon raster image processing, define visual output that is analogous to visual output defined by the corresponding implicit color commands in pages 1 and 2. The figure shows a gradient being transformed into a set of explicitly colored bands which collectively represent the former gradient implicit color command. Illustrator teaches that this can be particularly useful if there is difficultly printing objects containing the implicit gradients or blends. It would have been obvious to one of ordinary skill in the art at the time the invention was made to have combined the teaching of Illustrator and Vyncke to have created the claimed invention. It would have been obvious and desirable to have modified the page description command identification and replacement technique of Vyncke with the ability to replace implicit color commands with explicit color commands as is taught by Illustrator so that the document could have been appropriately modified to have overcome printing problems. Both Vyncke in col. 1 line 56 – col. 2 line 12 and

Illustrator is page 1 indicate that it is desirable to edit page description color commands to improve printing quality.

Regarding independent claims 26, 32, and 38, Vyncke teaches identifying complex page description commands and replacing them with simplified page description commands in the abstract, and col. 2 line 41 – col. 3 line 17. Vyncke teaches identifying and simplifying implicit color commands in fig. 4-5 and col. 5 line 46 – col. 6 line 45. Vyncke teaches in col. 1 lines 56-57 that it is desirable to edit the page description command objects instead of the pixel image file. Thus, Vyncke teaches that it is desirable to edit the commands of the page description language before the commands are sent to a raster image processor.

Vyncke does not teach converting the implicit color commands to plurality of implicit color sub-commands. Illustrator does teach converting an identified implicit color command into a set of color sub-commands in pages 1 and 2. The figure shows a gradient being transformed into a set of colored band sub-commands which collectively represent the former gradient implicit color command. The figure also shows a color command being converted into a plurality of color sub-commands which are individually manipulable. Illustrator teaches that this can be particularly useful if there is difficultly printing objects containing the implicit gradients or blends. It would have been obvious to one of ordinary skill in the art at the time the invention was made to have combined the teaching of Illustrator and Vyncke to have created the claimed invention. It would have been obvious and desirable to have modified the page description command identification and replacement technique of Vyncke with the ability to replace implicit color commands with implicit color sub-commands as is taught by Illustrator so that the document could have been appropriately modified to have overcome printing problems. Both

Vyncke in col. 1 line 56 – col. 2 line 12 and Illustrator is page 1 indicate that it is desirable to edit page description color commands to improve printing quality.

Regarding dependent claims 27, 33, and 39, Vyncke teaches in col. 1 lines 56-57 wherein page description color commands are identified and converted without raster image processing the page description file.

Regarding dependent claims 28, 34, and 40, Vyncke teaches in col. 6 lines 34-45 that the individual colors of the implicit color command may be modified by the user.

Regarding dependent claims 29, 35, and 41, Vyncke teaches simplifying substantially all of the implicit color commands within the page description file in fig. 4-5 and col. 5 line 46 – col. 6 line 45. Vyncke does not teach converting the implicit color commands to color sub-commands. Illustrator does teach converting an identified implicit color command into a set of color sub-commands in pages 1 and 2. The figure shows a gradient being transformed into a set of colored band sub-commands which collectively represent the former gradient implicit color command. The figure also shows a color command being converted into a plurality of color sub-commands which are individually manipulable. Illustrator teaches that this can be particularly useful if there is difficultly printing objects containing the implicit gradients or blends. It would have been obvious to one of ordinary skill in the art at the time the invention was made to have combined the teaching of Illustrator and Vyncke to have created the claimed invention. It would have been obvious and desirable to have modified the page description command identification and replacement technique of Vyncke with the ability to replace implicit color commands with implicit color sub-commands as is taught by Illustrator so that the document could have been appropriately modified to have overcome printing problems. Both Vyncke in col. 1 line 56 – col.

2 line 12 and Illustrator is page 1 indicate that it is desirable to edit page description color commands to improve printing quality.

Regarding dependent claims 30, 36, and 42, Vyncke teaches simplifying substantially all of the implicit color commands within the page description file in fig. 4-5 and col. 5 line 46 – col. 6 line 45. Vyncke does not teach converting the implicit color commands to color sub-commands. Illustrator does teach converting an identified implicit color command into a set of color sub-commands in pages 1 and 2. Illustrator teaches in page 1 that the color sub-commands can be converted into explicit color commands. The figure shows a gradient being transformed into a set of explicit color command bands which collectively represent the former gradient implicit color command. The figure also shows a color command being converted into a plurality of color sub-commands which are individually manipulable. Illustrator teaches that this can be particularly useful if there is difficulty printing objects containing the implicit gradients or blends. It would have been obvious to one of ordinary skill in the art at the time the invention was made to have combined the teaching of Illustrator and Vyncke to have created the claimed invention. It would have been obvious and desirable to have modified the page description command identification and replacement technique of Vyncke with the ability to replace implicit color commands with implicit color sub-commands and explicit color commands as is taught by Illustrator so that the document could have been appropriately modified to have overcome printing problems. Both Vyncke in col. 1 line 56 – col. 2 line 12 and Illustrator is page 1 indicate that it is desirable to edit page description color commands to improve printing quality.

Regarding dependent claims 31, 37, and 43, Vyncke teaches wherein the color values include cyan, magenta, yellow, and black color values in col. 6 line 46 – col. 7 line 46.

Regarding independent claims 44, 45, and 46, Vyncke teaches identifying complex page description commands and replacing them with simplified page description commands in the abstract, and col. 2 line 41 – col. 3 line 17. Vyncke teaches identifying and simplifying implicit color commands in fig. 4-5 and col. 5 line 46 – col. 6 line 45. Vyncke teaches in col. 1 lines 56-57 that it is desirable to edit the page description command objects instead of the pixel image file. Thus, Vyncke teaches that it is desirable to edit the commands of the page description language before the commands are sent to a raster image processor.

Vyncke teaches in col. 6 lines 34-45 that the individual colors of the implicit color command may be modified by the user, but does not teach converting the implicit color commands to explicit color commands which are individually modifiable. Illustrator does teach converting an identified implicit color command into a set of explicit color commands which are individually modifiable in pages 1 and 2. The figure shows a gradient being transformed into a set of explicitly colored bands which collectively represent the former gradient implicit color command. Illustrator teaches that this can be particularly useful if there is difficultly printing objects containing the implicit gradients or blends. It would have been obvious to one of ordinary skill in the art at the time the invention was made to have combined the teaching of Illustrator and Vyncke to have created the claimed invention. It would have been obvious and desirable to have modified the page description command identification and replacement technique of Vyncke with the ability to replace implicit color commands with explicit color commands as is taught by Illustrator so that the document could have been appropriately modified to have overcome printing problems. Both Vyncke in col. 1 line 56 – col. 2 line 12 and

Illustrator is page 1 indicate that it is desirable to edit page description color commands to improve printing quality.

Regarding independent claim 47, Vyncke teaches identifying complex page description commands and replacing them with simplified page description commands in the abstract, and col. 2 line 41 – col. 3 line 17. Vyncke teaches identifying and simplifying implicit color commands in fig. 4-5 and col. 5 line 46 – col. 6 line 45. Vyncke teaches in col. 1 lines 56-57 that it is desirable to edit the page description command objects instead of the pixel image file. Thus, Vyncke teaches that it is desirable to edit the commands of the page description language before the commands are sent to a raster image processor.

Vyncke does not teach converting the implicit color commands to explicit color commands. Illustrator does teach converting and replacing an identified implicit color command into a set of explicit color commands in pages 1 and 2. The figure shows a gradient being transformed into a set of explicitly colored bands which collectively represent the former gradient implicit color command. Illustrator teaches that this can be particularly useful if there is difficulty printing objects containing the implicit gradients or blends. It would have been obvious to one of ordinary skill in the art at the time the invention was made to have combined the teaching of Illustrator and Vyncke to have created the claimed invention. It would have been obvious and desirable to have modified the page description command identification and replacement technique of Vyncke with the ability to replace implicit color commands with explicit color commands as is taught by Illustrator so that the document could have been appropriately modified to have overcome printing problems. Both Vyncke in col. 1 line 56 – col.

2 line 12 and Illustrator is page 1 indicate that it is desirable to edit page description color commands to improve printing quality.

Regarding independent claim 48, Vyncke teaches parsing a page description file to identify complex page description commands and replace them with simplified page description commands in the abstract, and col. 2 line 41 – col. 3 line 17. Vyncke teaches parsing a page description file to identify and simplify implicit color commands in fig. 4-5 and col. 5 line 46 – col. 6 line 45. Vyncke teaches in col. 1 lines 56-57 that it is desirable to edit the page description command objects instead of the pixel image file. Thus, Vyncke teaches that it is desirable to edit the commands of the page description language before the commands are sent to a raster image processor.

Vyncke does not teach converting and replacing the implicit color commands with explicit color commands. Illustrator does teach converting and replacing an identified implicit color command with a set of explicit color commands that approximate the function and content defined by the identified implicit color command in pages 1 and 2. The figure shows a gradient being transformed into a set of explicitly colored bands which collectively represent the former gradient implicit color command. Illustrator teaches that this can be particularly useful if there is difficulty printing objects containing the implicit gradients or blends. It would have been obvious to one of ordinary skill in the art at the time the invention was made to have combined the teaching of Illustrator and Vyncke to have created the claimed invention. It would have been obvious and desirable to have modified the page description command identification and replacement technique of Vyncke with the ability to replace implicit color commands with explicit color commands as is taught by Illustrator so that the document could have been

appropriately modified to have overcome printing problems. Both Vyncke in col. 1 line 56 – col. 2 line 12 and Illustrator is page 1 indicate that it is desirable to edit page description color commands to improve printing quality.

Regarding dependent claim 49, Vyncke teaches leaving intact implicit spatial commands within a page description file without converting the implicit spatial commands to explicit spatial commands in col. 1 line 44 – col. 2 line 17.

Response to Arguments

6. Applicant's arguments with respect to claims 1-49 have been considered but are moot in view of the new ground(s) of rejection. Upon further search and reconsideration of the prior art, the Examiner has rejected the claimed invention over Vyncke et al. (hereinafter "Vyncke") in view of Adobe Illustrator 8.0 - Help Section (hereinafter "Illustrator"). Vyncke teaches identifying implicit color commands and replacing the identified commands with simplified color commands. Vyncke teaches that the commands are replaced before raster image processing and describes the desirability of manipulating page description commands prior to raster image processing in col. 1 lines 56-57. Illustrator teaches replacing implicit color commands such as gradients and blends into a plurality of explicit color commands. An example of converting a gradient into a series of explicitly colored filled objects is shown in the figure on page 1. Illustrator also teaches replacing a color command with a series of color sub-commands. The figure on page 1 shows a pattern color command being replaced with a plurality of color sub-commands to individually represent a plurality areas contained within the original command. Illustrator provides a motivation on page 1 for replacing an implicit color command with a series

of explicit color commands or a plurality of implicit sub-commands saying that it “can be particularly useful if [the user is] having difficultly printing objects that contain gradients, blends, or patterns.” Therefore, the Examiner believes the teachings of Vyncke and Illustrator are related in helping a user improve the appearance of a page description file before raster image processing and that the combination of Vyncke and Illustrator teaches the claimed invention.

Conclusion

7. Any inquiry concerning this communication or earlier communications from the examiner should be directed to Peter J Smith whose telephone number is 571-272-4101. The examiner can normally be reached on Mondays-Fridays 7:00am-3:30pm.

If attempts to reach the examiner by telephone are unsuccessful, the examiner’s supervisor, Joseph H Feild can be reached on 571-272-4090. The fax phone number for the organization where this application or proceeding is assigned is 703-872-9306.

Information regarding the status of an application may be obtained from the Patent Application Information Retrieval (PAIR) system. Status information for published applications may be obtained from either Private PAIR or Public PAIR. Status information for unpublished applications is available through Private PAIR only. For more information about the PAIR system, see <http://pair-direct.uspto.gov>. Should you have questions on access to the Private PAIR system, contact the Electronic Business Center (EBC) at 866-217-9197 (toll-free).

PJS
4/30/2005



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